



Guidance

GCE Subject Level Guidance for Ancient Languages (Classical Greek, Latin)

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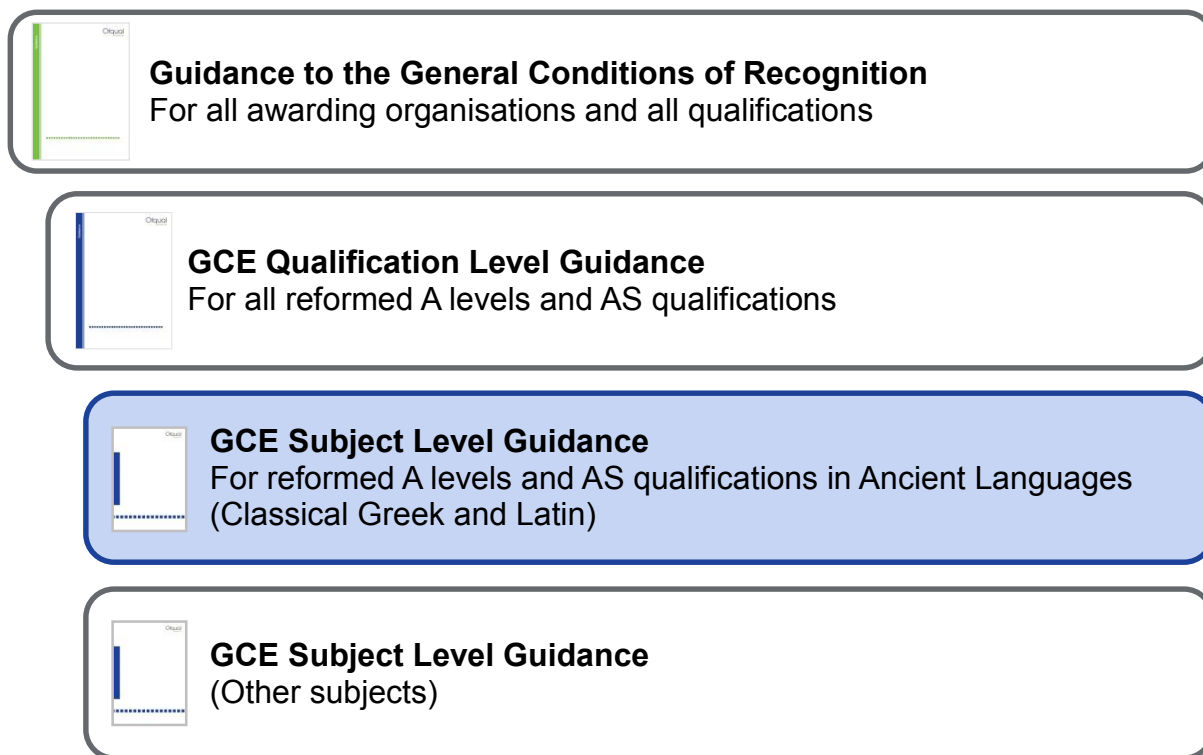


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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to GCE A levels awarded on or after 1 April 2018, and standalone GCE AS qualifications awarded on or after 1 April 2017, in the following subjects:

- Classical Greek; and
- Latin.

This guidance supports the *GCE Subject Level Conditions and Requirements for Ancient Languages (Classical Greek, Latin)*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(Ancient Languages (Classical Greek, Latin))1.2.

¹ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-ancient-languages

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Classical Greek or Latin that it makes available or proposes to make available. Condition GCE(Ancient Languages (Classical Greek, Latin))1.2 imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance to help it understand how to comply with the *GCE Subject Level Conditions and Requirements for Ancient Languages (Classical Greek, Latin)*.

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in Classical Greek and Latin.

Guidance on assessment objectives for GCE Qualifications in Ancient Languages (Classical Greek, Latin)

Condition GCE(Ancient Languages (Classical Greek, Latin))1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Classical Greek or Latin.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Ancient Languages (Classical Greek, Latin)*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the language.	50%	50%
AO2	Demonstrate knowledge and understanding of literature.	20–25%	25–30%
AO3	Critically analyse, evaluate and respond to literature.	25–30%	20–25%

We set out below our guidance for the purposes of Condition GCE(Ancient Languages (Classical Greek, Latin))1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Ancient Languages (Classical Greek, Latin))1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of the language.			50% (A level) 50% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not every assessment). ■ For both AS and A level, the option to translate from English into the ancient language should comprise between 25% and 35% of the marks for AO1. 	<ul style="list-style-type: none"> ■ Any translation of an unseen passage or sentence(s) should be credited under AO1. ■ The majority of marks within this assessment objective should be tested through a combination of translation of passage(s) from the ancient language into English and comprehension exercises based on passage(s) in the ancient language. The option to translate from English into the ancient language (as required by the Content Document) also forms part of this assessment objective.

² For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in Classical Greek or Latin. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO2: Demonstrate knowledge and understanding of literature.				20–25% (A level) 25–30% (AS)
Strands	Elements	Coverage	Interpretation and definitions	
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> Any translation from a set text should be credited under AO2. Tasks set under this assessment objective may require Learners to show an understanding of the wider social, cultural and historical context from a range of sources as specified in the subject content. 	

AO3: Critically analyse, evaluate and respond to literature.			25–30% (A level) 20–25% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> In the context of analysis, evaluation and response to ancient literature, critically means the development of independent thought and judgement, for example: <ul style="list-style-type: none"> offering informed comment on the depiction of character, the construction of an argument, the appreciation of literary meaning and the use of literary techniques; giving a personal response to the text; effectively selecting relevant examples from a text to support the Learner's view; or constructing a sustained argument. In the context of literature, analyse may include (but is not limited to): <ul style="list-style-type: none"> identifying aspects of content, culture, social practices and values in the author's writing; and commenting on areas such as the portrayal of character, the construction of an argument and features of literary style. Evaluate and respond to means the drawing out and expressing of conclusions based on analysis.

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